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ABSTRACT

This study was designed to investigate the nature and extent of parent involvement in 11 pre-kindergarten, kindergarten and/or elementary programs by measuring attendance at meetings and workshops; the number of persons and person-hours involved in various volunteer projects; and the relative emphasis given in meetings to various planning aspects of the programs. A Parent Involvement Questionnaire (included in this report) was developed for all 11 programs. A higher degree of parent involvement was generally evident in the pre-kindergarten than in the school-age programs. Across all programs, as a planning task, fund-raising received the greatest emphasis; when implemented, however, it involved a relatively small proportion of volunteers and volunteer-hours. More volunteer-hours were devoted to classroom participation than any other activity in all programs except Child Care and Get Set Day Care, where "work-day" parent involvement opportunities are lessened by employment and training commitments. Across all programs, the most frequently conducted workshop dealt with some aspect of the educational process. (Author/RH)

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STUDY OF PARENT INVOLVEMENT IN EARLY CHILDHOOD PROGRAMS

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Report #7912

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ABSTRACT

A higher degree of parent involvement was generally evident in the pre-kindergarten than in the school-age programs, as shown by the number (per family) of volunteers, volunteer-hours, and workshop attendees. In this regard, the Parent Cooperative Nursery program, which requires continuous parental participation, had a degree of involvement far exceeding any other program.

Across all programs, as a planning task, fund-raising received the greatest emphasis; when implemented, however, it involved a relatively small proportion of volunteers and volunteer-hours. More volunteer-hours were devoted to classroom participation than any other activity in all programs except Child Care and Get Set Day Care, where 'work-day' parent involvement opportunities are lessened by employment and training commitments. Across all programs, the most frequently conducted workshop dealt with some aspect of the educational process.

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I. Introduction

1. GENERAL. This report provides a broad examination of parent involvement during school year 1977-1978 in eleven Early Childhood Education Programs in the School District of Philadelphia: six of the programs are essentially pre-kindergarten (Child Care, Durham Child Development, Get Set Day Care, Impact Aid, Parent Cooperative Nursery, and Prekindergarten Head Start); while the others function at the kindergarten and/or elementary level (Follow Through, Follow Through Expansion, Kindergarten*, Primary Skills, and Project Bridge).

2. PURPOSE. The study was designed to gain an insight into the nature and extent of parent involvement in the eleven programs by measuring: (1) attendance at meetings and workshops; (2) the number of persons and man-hours involved in various volunteer projects; and (3) the relative emphasis given in meetings to various planning aspects. Additionally, information was gathered regarding the involvement of community groups.

3. DATA COLLECTION. To gather the necessary data, an instrument (Parent Involvement Questionnaire SY 1977-1978, see the Appendix) was developed for all eleven programs. Copies were distributed in April and May, and returned in June. The instrument was completed by persons in different job classifications, depending upon the program. In the Child Care, Parent Cooperative Nursery, Durham Child Development, and Impact Aid Programs teachers completed the questionnaire; while resource teachers accomplished this task in the Follow Through, Follow Through Expansion, Primary Skills, and Project Bridge programs. For the Get Set

*i.e., Kindergarten classes that are not part of other programs.

program, lead teachers and social workers completed the instrument; while Parent Involvement workers did this for the Head Start program. Finally, principals and/or kindergarten teachers completed the questionnaire for the Kindergarten program.

4. ANALYSIS. The technique used to analyze parent involvement data was basically a simple comparison of averages in straightforward descriptive form. To obtain average values based on sites (i.e., schools or centers) or parents, only the number of sites completing the questionnaire (or the number of parents from such sites) were used. The number of parents (families) at a site was approximated by multiplying the average January through March child enrollment by 0.83, a factor determined by the School District's Office of Administrative and Survey Research to provide a consistently reasonable estimate of number of families as a function of child enrollment.

II. Findings

1. RATE OF RETURN. As shown in Table 1 below, the rate of questionnaire returns varied from 62.50% to 100%; the overall return rate was 76.44%.

TABLE 1 - QUESTIONNAIRE RETURN RATE

PROGRAM	NUMBER OF SITES	NUMBER OF RETURNS	RETURN RATE
Child Care	17	17	100%
Durham Child Development Center	1	1*	100%
Get Set	76	51	67.11%
Follow Through (Original)	14	11	78.57%
Follow Through Expansion	29	28	96.55%
Impact Aid	1	1	100%
Kindergarten	136	85	62.50%
Parent Cooperative Nursery	21	21	100%
Prekindergarten Head Start	18	18	100%
Primary Skills	17	16	94.11%
Project Bridge	18	17	94.44%
OVERALL	348	266	76.44%

*Incomplete

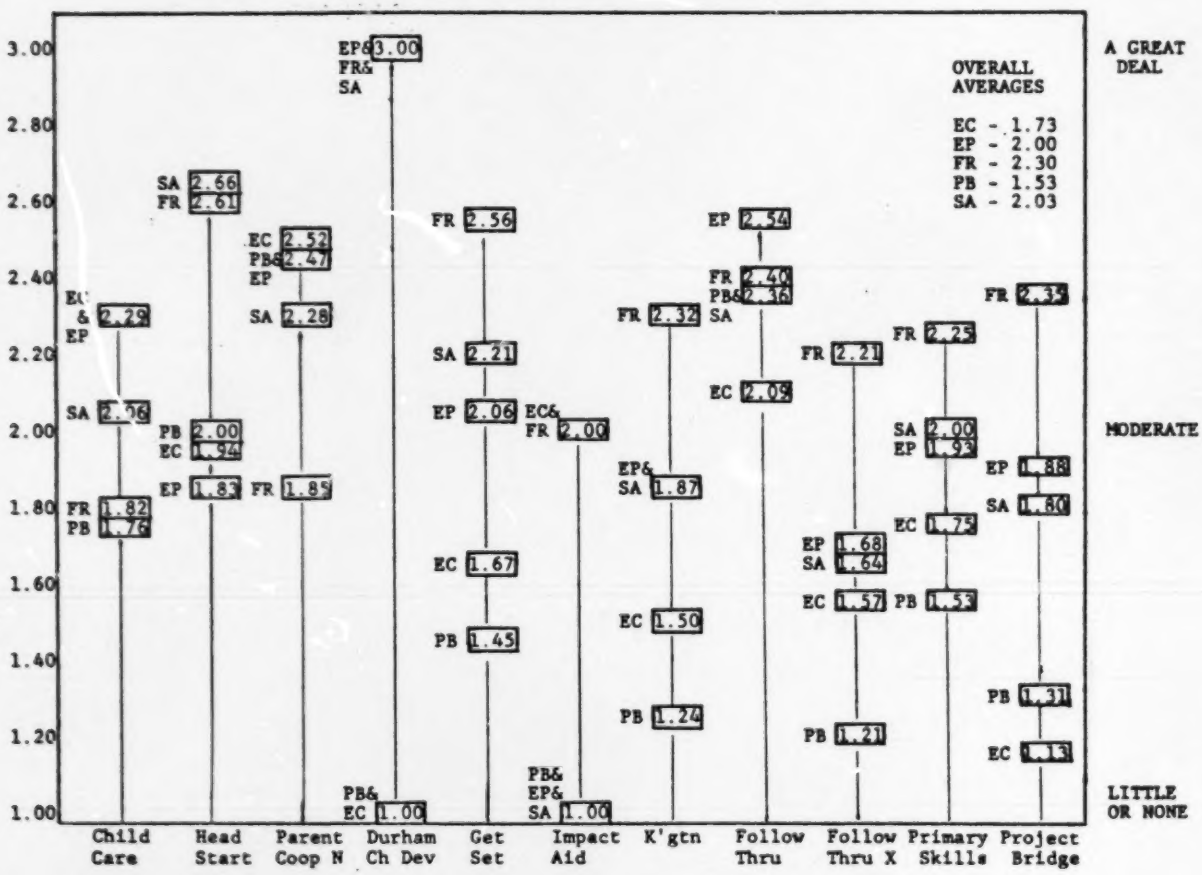
2. FUNCTION OF THE MAIN PARENT GROUP

a. Parent involvement activities were organized and coordinated by parent groups. Five of the programs (Child Care, Head Start, Parent Cooperative Nursery, Get Set, and Follow Through) had program-specific parent groups to perform these functions, while the remaining six relied principally on the Home and School Association. Item 3 of the questionnaire measured the relative emphasis given by parent groups to five planning tasks.

By assigning values of 1, 2, and 3 to the respondes 'Little or None,' 'Moderate,' and 'A Great Deal,' respectively; average values were computed for each program. Across all programs, the greatest emphasis was given to planning fund-raising events and the least to providing input for policy and budget decisions.

Planning emphasis is depicted in detail for each program and across all programs in Table 2 below. In this regard, the planning of educational activities (EC) refers to events or activities of an extra-curricular nature; e.g., field trips.

TABLE 2 - PLANNING EMPHASIS:
PROGRAM AVERAGES BY RESPONSE CATEGORIES



LEGEND: EC - Planning educational activities for the children.
EP - Planning educational sessions for the parent group.
FR - Planning fund-raising events.
PB - Providing input for policy and budget decisions.
SA - Planning social activities.

Among the five programs with program-specific parent groups, (1) Child Care gave primary emphasis to "planning educational activities for the children" (EC) and "planning educational sessions for the parent group" (EP), (2) Follow Through (Original) also gave principal attention to EP, but only slightly less emphasis to "planning fund-raising events" (FR), "providing input for policy and budget decisions" (PB) and "planning social activities" (SA), (3) Get Set gave principal emphasis to fund-raising (FR), (4) Parent Cooperative Nurseries to child educational activities (EC), parent educational activities (EP) and policy and budget input (PB), and (5) Prekindergarten Head Start gave principal emphasis to social activities (SA) and fund-raising (FR). The remaining six programs appeared to give primary stress to fund-raising (FR), with some emphasis here and there on other activities.

b. Item 3 provided for input regarding planning tasks other than the five specified above. Twenty-two respondents (3.27% of the total) described such tasks, with the emphasis varying from 'Little or None' to 'A Great Deal.' The most frequently mentioned task was that of planning volunteer activities.

3. GENERAL PARENT INVOLVEMENT INDICATOR. Item 5 of the questionnaire asked for the number of parents who attended at least one meeting, activity, or workshop during the year. This number, expressed as a percentage of the total

number of parents, was used as an overall indicator of the extent of parent involvement. The indicators varied from 100% for Parent Nurseries and Impact Aid to 15% for the Durham Child Development Center. As shown in Table 3 below, the indicators were generally higher for pre-kindergarten than for school-age programs; all but four programs, Primary Skills, Project Bridge, Follow Through Expansion and Durham Child Development Center had indicators above 50%.

TABLE 3 - PARENT INVOLVEMENT INDICATORS

	FAMILIES ATTENDING AT LEAST ONE EVENT:	
PROGRAM*	NUMBER OF FAMILIES	PERCENTAGE
Parent Nurseries	512	100%
Impact Aid	50	100%
Get Set	1999	87.00%
Child Care	864	86.03%
Kindergarten	5863	78.79%
Head Start	565	78.48%
Follow Through	1138	57.83%
Primary Skills	1482	46.03%
Project Bridge	1058	32.68%
Follow Through Expansion	2423	29.93%
Durham Child Development	15	15.27%
OVERALL	15969	56.14%

*Program order corresponds to percentage/attendance column.

4. TYPE AND EXTENT OF VOLUNTEER ACTIVITIES

a. Item 6 of the questionnaire calls for the number of volunteers participating in five specific activities, and number of volunteer hours contributed to each. (Additionally, respondents could provide data regarding activities other than those listed.) The following discussion is based on the data displayed in Tables 4 and 5.

b. Across all programs, the largest percentage of volunteers were involved in class trips (27%) and classroom participation (26%); these activities also accounted for the largest percentage of volunteer-hours (classroom participation - 59%, class trips - 11%). Across all programs for the five specific activities, administrative/clerical work accounted for the smallest percentage of volunteers (6%) and volunteer-hours (7%). While fund-raising was the planning task receiving the greatest emphasis across programs, (section 2a above, pg. 4), its implementation involved only 18% of the volunteers and accounted for only 11% of the volunteer hours.

c. The number of volunteers participating and volunteer-hours contributed varied widely among programs. There was generally more participation by the parents of prekindergarten children; the four prekindergarten programs ranked first through fourth in volunteers per family. The same pattern for prekindergarten programs was generally true regarding volunteer-hours per family, although Get Set Day Care and Child Care ranked fifth and eighth, respectively (compared to third and fourth for volunteers per family). The type of volunteer participation differed in those prekindergarten programs providing day care services to children of parents working or in training; i.e., Get Set Day Care and Child Care. In these programs the percentages for volunteers and volunteer-hours devoted to 'working day'

TABLE 4*

VOLUNTEERS, PER FAMILY (PROGRAM)

PROGRAM	AVERAGE VOLUNTEERS, PER FAMILY	DISTRIBUTION OF VOLUNTEERS BY ACTIVITY, PER FAMILY,					
		FIRST	SECOND	THIRD	FOURTH	FIFTH	SIXTH
Parent Nursery	10.06	45%** CP-4.51	21% TP-2.14	13% AC-1.33	13% WH-1.27	6% FR-0.60	2% OT-0.21
Head Start	2.77	37% TP-1.02	26% CP-0.73	18% FR-0.50	14% WH-0.39	5% AC-0.13	---
Get Set	1.69	31% FR-0.52	24% TP-0.41	15% WH-0.26	15% CP-0.25	12% OT-0.20	3% AC-0.05
Child Care	1.60	36% WH-0.57	24% CP-0.38	18% TP-0.28	9% FR-0.15	7% OT-0.11	6% AC-0.10
Impact Aid	0.57	48% TP-0.27	14% CP-0.08	14% WH-0.08	14% FR-0.08	10% AC-0.05	---
Follow Through	0.55	30% WH-0.16	29% CP-0.16	19% TP-0.11	12% FR-0.07	6% AC-0.03	4% OT-0.02
Kindergarten	0.44	37% TP-0.16	23% CP-0.10	17% FR-0.07	16% WH-0.07	4% OT-0.02	3% AC-0.01
Primary Skills	0.29	33% WH-0.10	25% TP-0.07	25% FR-0.07	13% CP-0.04	3% AC-0.01	1% OT-0.00
Project Bridge	0.23	30% WH-0.07	27% TP-0.06	26% FR-0.06	9% CP-0.02	8% AC-0.02	---
FTX	0.18	29% CP-0.05	26% TP-0.05	24% WH-0.04	16% FR-0.03	3% AC-0.01	2% OT-0.00
OVERALL	0.64	TP-0.17 27%	CP-0.16 25%	WH-0.13 20%	FR-0.11 18%	AC-0.04 6%	OT-0.03 4%

Legend:

AC - Administrative/clerical work performed at the School or center (for example, mimeographing)
CP - Classroom participation
FR - Work done at fund-raising events.
OT - Other
TP - Class Trip participation
WH - Work done at home (for example, making costumes).

* No data from Durham Child Development.

** Cells show the volunteers per family for each activity (in order of magnitude) and their percentage of the total. E.g., for Parent Nursery, classroom participation ranked first among the activities, accounting for 45% of the volunteers per family (4.51 out of 10.06).

TABLE 5*
VOLUNTEER-HOURS, PER FAMILY (PROGRAM)

PROGRAM	AVERAGE VOLUNTEER-HOURS, PER FAMILY	DISTRIBUTION OF VOLUNTEER-HOURS BY ACTIVITY, PER FAMILY					
		FIRST	SECOND	THIRD	FOURTH	FIFTH	SIXTH
Parent Nursery	164.52	77%** CP-126.99	11% TP-17.80	6% AC-9.82	3% WH-4.49	2% FR-3.35	1% OT-2.07
Head Start	53.03	52% CP-27.68	17% FR- 8.97	13% WH-7.08	11% TP-5.90	6% AC-3.40	---
Impact Aid	41.61	95% CP-39.37	2% TP- 0.82	2% FR-0.82	1% WH-0.33	1% AC-0.27	---
Follow Through	12.20	70% CP- 8.56	12% WH-1.44	7% AC-0.91	4% FR-0.46	4% OT-0.43	3% TP-0.40
Get Set	8.03	29% TP-2.32	25% FR-2.04	23% CP-1.88	10% WH-0.83	8% OT-0.62	4% AC-0.34
Kindergarten	7.00	64% CP-4.48	12% TP-0.84	12% FR-0.81	6% AC-0.44	3% WH-0.23	3% OT-0.20
Primary Skills	6.87	30% CP-2.08	24% FR-1.62	17% WH-1.14	15% TP-1.04	12% AC-0.84	2% OT-0.15
Child Care	4.80	27% WH-1.30	26% CP-1.27	17% OT-0.80	14% TP-0.66	11% FR-0.51	5% AC-0.26
FTX	4.04	62% CP-2.49	12% WH-0.48	10% AC-0.42	8% FR-0.33	7% TP-0.27	1% OT-0.05
Project Bridge	2.90	61% CP-1.77	16% FR-0.45	10% AC-0.23	7% TP-0.21	7% WH-0.19	---
OVERALL	9.07	59% CP-5.34	11% TP-1.04	11% FR-1.02	9% WH-0.79	7% AC-0.66	2% OT-0.22

Legend:

AC- Administrative/clerical work performed at the school or center (for example, mimeographing).
CP- Classroom participation.
FR- Work done at fund raising events.
OT- Other
TP- Class trip participation.
WH- Work done at home (for example, baking, making costumes).

* No data from Durham Child Development.

** Cells show the volunteer-hours per family for each activity (in order of magnitude) and their percentage of the total. E.g., for Parent Nursery, classroom participation ranked first among the activities, accounting for 77% of the volunteer-hours per family (126.99 out of 164.52).

activities such as classroom and class trip participation were appreciably less than for Parent Nurseries and Head Start. The Parent Nursery volunteers per family and volunteer-hours per family far exceeded those of all other programs, since parent participation was mandatory for admission to and continuance in the program. The existence of program-specific parent groups was an additional factor possibly influencing the extent of parent participation. Such groups were organized for all four prekindergarten programs and for Follow Through; this latter program ranked above all other schoolage programs with the exception of Impact Aid. The high ranking of the new Impact Aid program with regard to volunteers and volunteer-hours is worthy of note.

d. Item 6 requested information regarding volunteer activities other than the five specified. Forty-eight respondents (18.05% of the total) indicated other such activities; for these respondents 'other' volunteer activities constituted 16% and 10% of the total volunteers and volunteer hours, respectively. Across all programs the percentages are 5% and 2%, respectively.

5. INVOLVEMENT IN PARENT WORKSHOPS

a. Item 7 of the questionnaire was concerned with the number and type of parent workshops conducted, and the number of parents that attended. Information was requested for five specific types of workshops, while respondents could provide data for any others. The discussion below is based on the data displayed in Tables 6 and 7.

TABLE 6*
WORKSHOPS, PER SITE (PROGRAM)

PROGRAM	AVERAGE WORKSHOPS, PER SITE	DISTRIBUTION OF WORKSHOPS BY TYPE, PER SITE					
		FIRST	SECOND	THIRD	FOURTH	FIFTH	SIXTH
Parent Nursery	21.81	38%** E-8.24	24% P-5.29	20% G-4.43	8% S-1.71	6% O-1.29	4% J-0.86
Child Care	19.76	41% G-8.18	28% S-5.65	14% E-2.82	8% P-1.59	5% O-0.94	3% J-0.59
Follow Through	19.45	42% E-8.09	28% P-5.45	13% S-2.45	11% O-2.09	6% G-1.18	1% J-0.18
Follow Through Exp.	18.29	54% E-9.89	15% S-2.82	11% O-2.00	11% G-1.93	7% P-1.29	2% J-0.36
Primary Skills	13.88	54% E-7.44	18% G-2.44	12% J-1.62	9% S-1.25	5% P-0.75	3% O-0.38
Project Bridge	6.94	86% E-5.94	5% S-0.35	3% G-0.24	3% P-0.18	3% O-0.18	1% J-0.06
Kindergarten	4.98	58% E-2.91	13% O-0.66	9% G-0.46	8% J-0.39	6% P-0.28	6% S-0.28
Get Set	4.76	32% E-1.41	21% G-0.94	14% S-0.65	14% O-0.65	13% P-0.59	5% J-0.24
Impact Aid	1.00	100% E-1.00	—	—	—	—	—
OVERALL	10.06	45% E-4.53	17% G-1.72	13% S-1.28	12% P-1.23	8% O-0.85	5% J-0.45

Legend:
E - Educational
G - Personal Growth & Development
J - Careers; Job Training
O - Other
P - Policy Planning
S - Social Services

* No data from Durham Child Development; incorrect data from Head Start.

** Cells show the workshops per site for each type of workshop (in order of magnitude) and their percentage of the total. E.g., for Parent Nursery, educational workshops ranked first among the type of workshops, accounting for 38% of the workshops per site (8.24 out of 21.81).

TABLE 7*

WORKSHOP ATTENDEES, PER FAMILY (PROGRAM)

PROGRAM	AVERAGE WORKSHOP ATTENDEES, PER FAMILY	DISTRIBUTION OF ATTENDEES BY WORKSHOP TYPE, PER FAMILY					
		FIRST	SECOND	THIRD	FOURTH	FIFTH	SIXTH
Parent Nursery	16.67**	32%*** E-5.39	26% P-4.35	20% G-3.33	8% O-1.31	8% S-1.27	6% J-1.02
Child Care	2.41	31% E-0.76	23% P-0.54	21% O-0.50	12% S-0.29	11% G-0.26	2% J-0.06
Head Start	1.97	34% P-0.68	30% G-0.58	21% E-0.41	12% O-0.23	2% J-0.05	2% S-0.03
Impact Aid	1.37	100% E-1.37	---	---	---	---	---
Kindergarten	1.24	45% E-0.56	28% J-0.34	13% O-0.16	7% G-0.08	4% S-0.05	3% P-0.04
Get Set	1.15	31% E-0.35	27% G-0.31	13% O-0.15	13% S-0.15	10% P-0.11	6% J-0.07
Follow Through	0.70	49% E-0.34	15% G-0.10	13% S-0.09	12% P-0.08	9% O-0.06	2% J-0.01
Primary Skills	0.68	47% E-0.32	23% G-0.16	13% S-0.08	8% O-0.05	6% J-0.04	4% P-0.03
FTX	0.64	52% E-0.33	17% O-0.11	12% S-0.08	11% G-0.07	4% J-0.03	4% P-0.02
Project Bridge	0.49	86% E-0.42	7% S-0.03	4% J-0.02	2% O-0.01	2% G-0.01	0% P-0.00
OVERALL	1.11	43% E-0.47	14% G-0.15	12% O-0.13	11% J-0.13	11% P-0.12	8% S-0.09

Legend:
E - Educational
G - Personal Growth & Development
J - Careers; Job Training
O - Other
P - Policy Planning
S - Social Services

* No data from Durham Child Development.

** This large value results from most families attending many workshops.

*** Cells show the attendance per family for each type of workshop (in order of magnitude) and its percentage of the total. E.g., for Parent Nursery, attendance at educational workshops ranked first among the type of workshops, accounting for 32% of the workshop attendance per family (5.39 out of 16.67).

b. The number of workshops conducted per site varied from 21.81 in the Parent Nursery program to 1.00 for Impact Aid; the average across all programs was 10.06. The five specific types, the educational workshop was conducted most frequently across all programs (45% of the total); while the workshops concerned with careers and job training were conducted the least frequently (5% of the total). Attendance at workshops varied from 16.67 per family for the Parent Nursery program to 0.49 for Project Bridge; the average across all programs was 1.11. As was the case regarding the number of families participating in volunteer activities (section 4c above, pg. 8), prekindergarten programs generally had greater attendance at workshops than did the school-age programs.

6. PARTICIPATION OF COMMUNITY GROUPS Item 4 of the questionnaire also asked respondents to name any community groups that worked with parent group committees or became involved in classroom activities, and to briefly describe what they did. As shown in Table 8 below, the percentage of sites that reported community group participation varied from 94.12% for Child Care to 0% for Durham Child Development and Impact Aid. Across all programs, participation was 43.23%.

TABLE 8

Community Group Involvement

Program	Percentage of Sites Reporting Community/Group Involvement
Child Care	94.12
Parent Nurseries	76.19
Follow Through	63.64
Follow Through Expansion	50.00
Get Set	45.10
Primary Skills	43.75
Project Bridge	41.18
Head Start	33.33
Kindergarten	22.35
Durham Child Development	0.00
Impact Aid	0.00
OVERALL	43.23

Community group participation consisted of a wide range of activities. Most frequently mentioned was providing orientations, film strips, or lectures for parents or children. Other activities were: (1) conducting workshops; (2) furnishing recreational activities, i. e., athletics, entertainment, children's parties; (3) assisting in the classroom or tutoring children; and (4) contributing funds, supplies, or manpower.

III. SUMMARY

The amount of parent involvement in the various early childhood programs was appreciably greater for the six pre-kindergarten programs than it was for the five school-age programs, as measured by (1) the number of volunteers (per family) for various activities, (2) the number of volunteer-hours (per family) contributed to these activities, and (3) the number of attendees (per family) at workshops. Similarly, the breadth of parent involvement, as shown by the percentage of families that attended at least one meeting, activity, or workshop, was generally greater for the pre-kindergarten group. These results can perhaps be attributed to the natural tendency of the parents of pre-kindergarten children to involve themselves to a higher degree with the educational process, and to the presence of program-specific parent groups with four of the six pre-kindergarten programs. (The latter factor benefits the original Follow Through Program also.) Exceptions to the above occurred with the Child Care and Get Set programs, where parents are either working or in training; in these cases the numbers of volunteers and volunteer-hours devoted to 'working day' activities (i.e., classroom and class trip participation) were appreciably less than it was for the other pre-kindergarten programs. Finally, the much higher degree of involvement by Parent Cooperative Nursery parents is accounted for primarily by the requirement of mandatory participation by such parents.

The type of parent involvement exhibited by the various programs is more uniform; as shown by (1) the kinds of activities for which parents volunteered and (2) the type of workshop most frequently conducted. Excepting Child Care and Get Set, all programs had more volunteer-hours devoted to classroom participation than to any other activity. As explained in the

preceding paragraph, the working mandate in Child Care and Get Set precluded a greater classroom participation in these programs. With the sole exception of Child Care, the most frequently conducted workshop dealt with the educational process.

It is recommended that: (1) accurate and timely data collection be stressed, thereby improving the rate and quality of Parent Involvement Questionnaire returns; and (2) in light of the greater degree of involvement by program-specific parent groups, consideration be given to the organization of such groups for all programs.

In summary, pre-kindergarten programs show the greatest amount of parent involvement activity. Having a program-specific parent group is also conducive to increased parent involvement. As regards type of parent involvement activity, there is fairly common emphasis across all programs on activities concerned with the children, particularly with respect to the focus of volunteer hours (classroom participation) and the most frequent topic for parent workshops (the educational process).

APPENDIX

OFFICE USE ☐☐

Parent Involvement Questionnaire SY 1977-1978

1. IDENTIFICATION: Name of School or Center _____ Program _____

   Name of Person(s) Completing Questionnaire _____ Phone _____

2. DESIGNATION OF PARENT GROUP: Is a program-specific parent group (such as the Follow Through Parent Advisory Council) in operation at the school or center level?

   YES ☐ NO ☐

   If the response to the above is NO, which one of the following is the main parent group that program parents are involved in at the school or center level?

   Home and School Association ☐

   Title I Parent School Committee ☐

   Kindergarten-Counselor Project ☐

3. FUNCTIONS OF PARENT GROUP: In the meetings of the parent group (the one designated above), indicate the amount of time spent on the following subjects: (Please mark only one response to each subject.)

	Little or None	Moderate	A Great Deal
Providing input for policy and budget decisions.	☐	☐	☐
Planning educational activities for the children.	☐	☐	☐
Planning educational sessions for the parent group.	☐	☐	☐
Planning Fund-raising events.	☐	☐	☐
Planning social activities.	☐	☐	☐
Other _____ (please specify)	☐	☐	☐

4. PARTICIPATION OF COMMUNITY GROUPS: Did any community groups work with committees of the parent group designated above, or involve themselves in classroom activities during the school year?

   YES ☐ NO ☐ If yes, name the community group(s) and what they did _____

   _____.

5. PARENT INVOLVEMENT INDICATOR: Indicate the number of parents who attended at least one meeting, activity, or workshop during this year. _____

Continued

6. EXTENT OF VOLUNTEER WORK: Please indicate below the number of volunteers participating in the listed activities, and the number of volunteer-hours contributed. For example: if 2 parents participated in a 3-hour class trip, and 4 parents in a 2-hour class trip; the number of volunteers would be 6 (2+4=6), and the number of volunteer-hours would be 14 (2x3=6, 4x2=8, 6+8=14).

	Number of Volunteers	Number of Volunteer-Hours
Administrative/clerical work performed at the school or center (for example, mimeographing)		
Classroom participation		
Class trip participation		
Work done at home (for example, baking, making costumes)		
Work done at Fund-raising events		
Other _____ (please specify)		

7. PARENT WORKSHOPS: This item is concerned with the parent workshops that were conducted at your center or school during this school year. For each type of workshop, please indicate three responses.

	Total Number of Workshops of This Type	Number of These Workshops Provided by Your Program	Attendance at the Workshops
Educational			
Policy Planning			
Social Services			
Personal Growth & Development			
Careers; Job Training			
Other _____ (please specify)			